

The Effect Of Project Based Learning Model (PJBL) On The Character And Learning Outcomes Of Students In Ips Subjects Class VIII Smp Negeri I Bontolempangan Gowa District

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Abstract

This study aims to analyse the effect of the Project-Based Learning (PjBL) model on the character and learning outcomes of students in Social Studies (IPS) in Grade VIII at SMP Negeri 1 Bontolempangan, Gowa Regency. This study used a quantitative approach with an experimental design on 22 Grade VIII A students selected through purposive sampling. Data were collected through observation, questionnaires, and documentation, then analysed using descriptive and inferential statistics (multiple regression and MANOVA). The results of the study indicate that the implementation of the PjBL model significantly improves students' character, particularly in terms of discipline, responsibility, cooperation, creativity, and empathy. Additionally, the PjBL model also has a significant positive impact on improving students' learning outcomes in Social Studies. Multivariate analysis reinforced the findings that the PjBL model simultaneously had a significant effect on the development of students' character and learning outcomes, with a significance value of < 0.05 on all statistical indicators used. These findings confirm that PjBL is effective in building character and improving student learning outcomes holistically in social studies learning. Therefore, the integration of project-based learning models is recommended to support the achievement of more comprehensive educational goals.

Keywords: Project-Based Learning, student character, learning outcomes, IPS, secondary education



INTRODUCTION

One form of educational reform can be carried out by using a learning model that can assist educators in creating experts and answering students' problems in the learning process. In achieving learning objectives, of course, a relevant learning model concept is needed in the learning process activities which are of course in accordance with the needs and demands of the current curriculum, both the 2013 curriculum and the independent curriculum.

In the context of education, Social Studies (IPS) is a learning process that produces students who are able to think critically, analytically, and creatively. Indicators of success of social studies is characterized by increased knowledge, skills and changes in student behavior, as well as the achievement of student learning completeness so that students are able to solve their own problems and can establish relationships between people and their environment.

This social studies subject is a social science discipline which is a compulsory subject at the junior high school education level in Indonesia Hasudungan & Sartika (Anam 2023: 21). The independent learning curriculum that specializes in the implementation of the independent learning curriculum in social studies learning is when students have well-formed characters in their daily lives that reflect the profile of Pancasila students who make students more creative and free to express learning for themselves. this independent curriculum is important in changing students for the better and students can receive learning well and happily, can easily form good and independent student characters.

Based on empirical evidence from preliminary observation data in class VIII SMP 1 Bontolempangan Gowa Regency, it shows that students' social studies learning outcomes are low. This is evidenced by class VIII students only 10 students or 45.45% who have reached the Learning Objective Achievement Criteria (KKTP) value of 70 out of 22 students, which means there are still 12 students or 54.55% who have not completed the social studies subject. The problems found include: (1) low involvement of students in learning; (2) lack of critical thinking and problem solving skills; (3) lack of collaboration and cooperation between students; (4) low mastery of material related to real life; and (5) lack of attention to the development of student character.

However, learners' character often receives less attention in the learning process which is too focused on cognitive aspects. Learners are often not trained to be disciplined, responsible, creative, and empathetic. In addition, although the focus on character development has become a concern in national education policy, there are still many students who are less able to show attitudes and behaviors that reflect the expected character values,

In today's world of education, learner character development is one of the most important





aspects in shaping individuals who are not only intellectually intelligent, but also have good social, emotional, and moral skills. The increasing challenges in facing social change, technology, and globalization require education to not only focus on knowledge transfer, but also on developing learners' characters. This is one of the reasons why learning models that emphasize character, such as Project Based Learning (PjBL), need to be implemented in the classroom.

The PjBL model, or Project-Based Learning, provides space for learners to be directly involved in a learning process that is more applicable, collaborative, and based on solving real problems. In this approach, learners are not only engaged in academic activities and can improve learning outcomes, but also learn to develop positive characters that are very important in their daily lives.

Based on the phenomena that occur, one solution to strengthen character and overcome the low learning outcomes of social studies subjects in class VIII students at SMP Negeri 1 Bontolempangan, namely applying the Project Based Learning (PjBL) model.

Project Based Learning (PjBL) is one of the learning models that has been developed for decades and recognized as one of the effective methods in education. It is based on the idea that learners learn better when they are directly involved in learning processes that are real, relevant, and can produce concrete products or solutions.

Giilbahar & Tinmaz (Damayanti, 2023: 707) stated that Project Based Learning (PjBL) is a learning model that utilizes projects as the core of learning activities. In this model, students are given the task of completing a project that is authentic and relevant to real life. PjBL requires students to think critically, collaborate in groups, and solve problems by applying the knowledge they have learned. The project also encourages the development of social skills, communication and creativity. One of the advantages of this learning model according to (Dewi, 2023: 221), namely 1) PjBL can increase students' learning motivation; 2) increase students' ability to learn cooperatively and collaboratively; 3) can increase students' creativity; 4) can improve students' academic skills; 5) improve students' communication skills; 6) PjBL can improve problem solving skills; 7) create a pleasant learning environment for students.

METHOD

The location of this research was carried out at SMP Negeri I Bontolempangan, Bontolempangan District, Gowa Regency. The research implementation time is even semester of the 2024/2025 academic year. This type of research is quantitative research The population in this study were all VIII grade students totaling 70 students of SMP Negeri 1 Bontolempangan, namely:



Table 1 Data on the Number of Students in Class VIII SMP Negeri 1 Bontolempangan

No.	Class	Total
1	VIII A	22
2	VIII B	23
3	VIII C	24
Total		69

Source: Dapodik SMPN 1 Bontolempangan

Sample

According to Sugiyono (Nidia, 2023: 23) Samples are part of the population to be studied. In the withdrawal of the sample chosen by the researcher is *Purposive sampling technique* *Purposive sampling* is a sampling technique with consideration of the phenomenon that occurs in class VIII A there are still many students who have not completed KKTP (Learning Achievement Criteria) in social studies subjects so it is worthy of being sampled. In this study the sample used was class VIII A which amounted to 22 students.

Data collection techniques are tools used to collect the desired data and information. The success in data collection is largely determined by the researcher's ability to appreciate the social situation that is the focus of Yusuf's research (Thalha, 2019: 1) The data collection used in this study is as follows:

1. Observation Sheet

The observation sheet was used to see the initial condition of the school and see the use of the PjBL model at SMP 1 Bontolempangan Gowa Regency before the researcher conducted the research.

2. Inquiry

The questionnaire is used to collect research data. The questionnaire is filled in by each respondent at the same time and place. The data obtained from filling out this questionnaire is primary data, the scale used is a Likert scale. The questionnaire distributed is a questionnaire for the implementation of the *Project Based Learning* (PjBL) learning model, character questionnaire and learning outcomes questionnaire. This questionnaire was distributed to see the implementation of the *Project Based Learning* (PjBL) learning model, character questionnaire and student learning outcomes after learning using the *Project Based Learning* (PjBL) learning model.

3. Documentation

Is a data collection technique by investigating written data and to obtain data directly

from the research site, including relevant books, regulations, activity reports, photographs, data relevant to the research. This technique is used to obtain secondary data. This data is in the form of photographs of classroom learning activities and school conditions at SMP Negeri I Bontolempangan, Gowa Regency.

Data analysis technique

The data that has been collected is analyzed using two kinds of statistical techniques, namely descriptive statistical techniques and inferential statistical techniques. Descriptive statistics were used to describe the characteristics of each variable using mean, standard deviation, maximum score, minimum score and total frequency. Inferential statistics were used to test the research hypothesis with multiple regression analysis.

RESULTS AND DISCUSSION

The effect of the Project Based Learning (PjBL) learning model on the character of students in social studies class VIII SMP Negeri I Bontolempangan Gowa Regency.

Every school has a strategic role in shaping the character of students as part of the national education goals. Schools are required to be able to shape the character of students through learning activities in the classroom and outside the classroom, and have programs that are able to shape the character of students at school. The role of schools as a place to build the character of students is important and has a considerable influence.

Teachers are required to be able to continue to develop themselves and be able to become role models for students to form good character. in line with the opinion of Nurratri: (2019: 58) Character education is an effort to instill and develop character values in students so that they can carry out these values towards God Almighty, self, others and the nation and state. Through character education, it is hoped that students can apply character values about understanding but embedded values of care for God Almighty, self, others, the environment, as well as society and the nation as a whole so that they become perfect humans in accordance with their nature. Muhammad Fadlillah (Puspa, 2019: 59). To realize this, character education is not only taught theoretically, but must be integrated directly in the learning process in the classroom. One effective strategy is through the application of activity- and value-based learning models, such as Project Based Learning (PjBL). Through the Project Based Learning (PjBL) learning model, character values such as Discipline, Responsibility, Cooperation, Creative and Empathy can be instilled and developed contextually.



In the application of Project Based Learning (PjBL) in class VIII students of SMP I Bontolempangan. Discipline character can be seen from students following the schedule and stages of project work that have been determined, students are able to manage time effectively, complete tasks on time, and follow the rules that have been mutually agreed upon in the group. Responsibility character can be seen in each student in PjBL has their own role and task in completing the project. They are responsible for the part that is their task, as well as for the success of the project as a whole. Thus, the character of responsibility develops because students realize that the success of the project depends on the contribution of each member. Cooperation Character PjBL is based on teamwork. In the process, students must be able to work together with their friends to achieve a common goal. They learn to listen to each other, resolve conflicts, divide tasks, and support each other, so the value of cooperation grows naturally during the implementation of the project. Creative Character PjBL encourages students to find solutions to complex real-life problems. This requires them to think out-of-the-box, develop new ideas, and express ideas innovatively. The projects given are usually open-ended, giving ample room for the development of students' creativity. Empathy Character While working in teams and when raising social or environmental issues as project themes, students learn to understand other people's points of view. They are invited to be sensitive to the surrounding conditions and to the feelings and needs of their peers in the group. This fosters a sense of empathy and social care.

Based on the description above, the researcher concluded that the results showed that the application of the PjBL model had a significant positive effect on the character building of students. From the results of the F test conducted, the significant value is 0.26 $\leq$ 0.005 or H_0 is rejected, which means that the Project Based Learning (PjBL) learning model has a positive effect on the character of students in social studies subjects at SMP Negeri I Bontolempangan Gowa Regency.

The effect of the Project Based Learning (PjBL) learning model on student learning outcomes in social studies class VIII SMP Negeri I Bontolempangan Gowa Regency.

The main goal of teaching and learning activities is learning outcomes. If the teaching and learning process goes well, then the learning outcomes will also be good. Learning outcomes can be used as a measure of the quality of a lesson. The main goal of teaching and learning activities is learning outcomes. These learning outcomes can be measured using a learning outcomes test.

According to Sudjana (2008: 22), "Learning outcomes are the abilities that students have after they receive their learning experience". Meanwhile, Kunandar (2013: 62) states that "learning outcomes are certain competencies or abilities, both cognitive, affective, and





psychomotor, that are achieved or mastered by students after participating in the teaching and learning process". Furthermore, Susanto (2013: 5) states that "student learning outcomes are the abilities that children acquire after going through learning activities".

Social studies learning outcomes are changes in behavior in cognitive, affective and psychomotor aspects as well as changes in other aspects that exist in individuals after following the learning process in social studies subjects and social studies learning outcomes in this study are the abilities possessed or obtained by students in social studies subjects after following the Project Based Learning (PjBL) learning process which is seen based on a questionnaire filled out by students.

In the implementation of the Project Based Learning (PjBL) learning model, there are several abilities possessed by students, namely:

- 1) Learner engagement is where students actively participate in learning activities. This includes active discussion, attendance, enthusiasm, and real contribution to the task or project.
- 2) Collaboration Skills i.e. Measuring the extent to which students can work together in teams, listen to the opinions of others, share tasks, appreciate the contributions of friends, and resolve conflicts or differences of opinion constructively.
- 3) Critical and Problem-Solving Skills which is the ability of students to analyze situations, identify problems, evaluate options, and make logical decisions based on existing data or evidence
- 4) Communication Skills which is the ability of students to convey ideas, opinions, and information clearly and effectively, both orally and in writing, as well as the ability to listen to and understand others;
- 5) Mastery of Material or Knowledge which is students understand and master the concepts, facts, and skills taught, and are able to apply them in real contexts or in projects;
- 6) Creativity and Innovation which is students in generating new ideas, unique solutions, or approaches that are different from the usual. It also includes the courage to try new things or explore ways that are not yet common;
- 7) Final Project Outcome i.e. Assessing the final product produced by students, whether in the form of presentations, written works, prototypes, or other forms. Aspects assessed usually include quality, timeliness, neatness, and conformity to project objectives or criteria.

The results of research conducted in class VIII SMP Negeri I Bontolempangan show that the application of the Project Based Learning (PjBL) learning model has a positive influence on social studies learning outcomes. Based on a questionnaire that has been filled in by respondents and has been tested using IBM statistics SPSS 29 through the F Test conducted by researchers.

The influence of the Project Based Learning (PjBL) learning model on the character and learning outcomes of students in social studies class VIII SMP Negeri I Bontolempangan Gowa Regency.



Based on the results of the multivariate test (MANOVA) as presented in Table 4.23, it is known that the Project Based Learning (PjBL) learning model has a significant effect simultaneously on the character and learning outcomes of students in Social Science (IPS) class VIII at SMP Negeri 1 Bontolempangan, Gowa Regency.

The analysis was conducted using four types of multivariate statistics, namely Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root, all of which showed a significance value (Sig.) < 0.05 . These results indicate that the null hypothesis (H_0) is rejected, so it can be concluded that there is a significant simultaneous effect of the independent variable (PjBL model) on the two dependent variables, namely character and learning outcomes.

In particular, the very small Wilks' Lambda value (0.106) indicates that the proportion of the combined variance between character and learning outcomes not explained by the PjBL model is very low, meaning that PjBL is able to explain most of the differences that occur in these two variables. This is reinforced by the high F value and very small significance ($p < 0.01$), thus strengthening the evidence that the PjBL model does have a real effect on character building and improving student learning outcomes.

The PjBL model encourages students to be active in the learning process through the completion of real projects related to everyday life. This activity not only fosters a sense of responsibility, independence, and cooperation (elements of character), but also improves students' concept understanding and critical thinking skills, which ultimately contribute to the achievement of better learning outcomes.

Thus, this finding is in line with various previous research results which state that Project Based Learning is one of the effective learning approaches in improving both cognitive and affective aspects of students. Therefore, teachers are advised to integrate this learning model consistently in the social studies learning process to achieve more holistic learning objectives.

CONCLUSION

1. The effect of the Project Based Learning (PjBL) learning model on the character of students in social studies class VIII SMP Negeri I Bontolempangan Gowa Regency Based on the results of the ANOVA test it can be concluded that the regression model as a whole is significant. That is, the Project Based Learning (PjBL) learning model has a significant effect on the character of students in social studies class VIII SMP Negeri I Bontolempangan Gowa Regency.
2. The effect of the Project Based Learning (PjBL) learning model on student learning outcomes in social studies class VIII SMP Negeri I Bontolempangan Gowa Regency. Based

on the ANOVA test results, the overall regression model F value is significant. This means that the Project Based Learning (PjBL) learning model has a significant effect on student learning outcomes in social studies class VIII SMP Negeri I Bontolempangan Gowa Regency.

3. Based on the results of the multivariate test, the significance value of all test methods (Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root) was obtained. This shows that the Project Based Learning (PjBL) learning model has a significant effect simultaneously on character variables and student learning outcomes in social studies class VIII at SMP Negeri 1 Bontolempangan Gowa Regency.

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